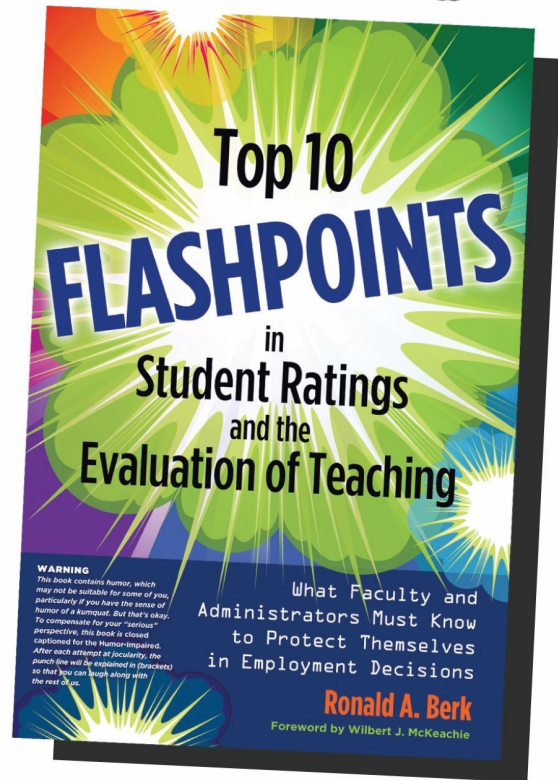# Dr. Ron Berk

Author/Editor of 14 Books and Speaker in 42 States and 15 Countries!

Create flashpoints in 2014 with Ron's NEW BOOK!

Top 10 FLASHPOINTS in Student Ratings and the Evaluation of Teaching

WARNING
This book contains humor, which may not be suitable for some of you, particularly if you have the sense of humor of a kumquat. But that's okay. To compensate for your "serious" perspective, this book is closed captioned for the Humor-impaired. After each attempt at jocularity, the punch line will be explained in (brackets) so that you can laugh along with the rest of us.

What Faculty and Administrators Must Know to Protect Themselves in Employment Decisions

Ronald A. Berk
Foreword by Wilbert J. McKeachie

*"Top 5% of speakers on the international scene!"*

"I have worked with Ron for 20 years. He has brought an excellent perspective to the Lilly Conferences with his well planned and creatively presented plenary sessions, workshops, and seminars. His scholarly books and journal articles are valuable contributions to higher education. For Ron Berk, I extend my highest recommendation." Milt Cox, Director, Lilly Conference on College Teaching, MIAMI UNIVERSITY

"Ron Berk's keynotes and workshops at our conferences have been widely acclaimed. He has educated, enthralled, and entertained audiences up to 2,000 participants. He is the only speaker we have invited again and again to contribute to our conferences. He must be included in the top 5% of speakers on the international scene." Professor Ronald M. Harden, General Secretary, Association for Medical Education in Europe, University of Dundee, SCOTLAND

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Topics for keynotes and workshops:

A TRIBUTE TO TEACHING:
## HUMOR AND MULTIMEDIA TO ENGAGE THE NET GENERATION

(Ron's signature keynote)
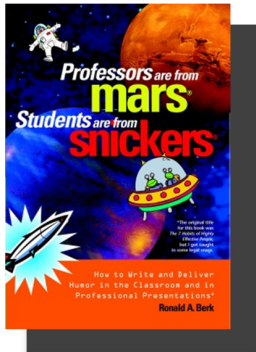
This **Net Generation** of students (aka "digital natives") eschew "talking head," lecture, textbook-based teaching methods. They are **super-savvy with technology** and are **experiential, participatory, visual, kinesthetic learners** who crave interaction with other students and you. Their world evolves around music, movies, music videos, PC and video games, and TV programs. You will complete the **Net Gener Profile Scale** to understand how closely you think and behave like a Net Gener.

You need to gather "intel" on your students to understand and connect with them. Then leverage the multimedia sources in their world as teaching tools in a learner-centered environment. This presentation will illustrate **how to use music, sound effects, video clips, parodies of TV programs, games, and humor as systematic teaching strategies**. These strategies can activate the students' prior knowledge of the cultural elements in *their world* to generate motivation, interest, and attention to learn new material from *our world*. They draw on the theories of **multiple intelligences by Gardner and Goleman**, tapping 4–6 intelligences and a variety of learning styles, o **EVERY student can learn in ANY subjec**t. This approach can **increase student success and retention** dramatically.

These strategies are based on research from neuropsychology, education, commercial advertising, humor, music, and communications. The results of 80+ studies over the last half-century will be reviewed. Whether you're a newbie or veteran, you will find new ideas to apply to your content to **connect with your students** and bring what students' perceive as **dead, boring content to life**. As the lyrics to the hit song from *Aladdin* tell us, we need to keep up with "A Whole New World." **WARNING:** This session may change your teaching forever!
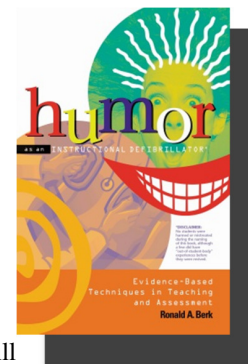
BEYOND STUDENT RATINGS: 14 OTHER STRATEGIES TO EVALUATE TEACHING
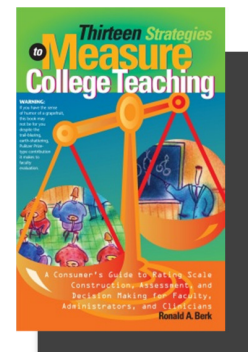
(Popular keynote/ workshop)

Yup, that's what I typed. A virtual smorgasbord of data sources awaits you in this session. **Student ratings are a necessary, but not sufficient, source to measure teaching effectiveness**. As a professor or administrator, how many other sources can you name? How many are being used in your department? That's what I thought. Well, this is your lucky day.

This state-of the-art session will be a **fun-filled, but critical, romp through 15 potential sources of evidence** that are described in the faculty evaluation literature, including student ratings, peer ratings, external expert ratings, self-ratings, videos, student interviews, and employer ratings. We'll review the research, your experiences, and "best practices" with these sources.

These sources will then be configured into the form of the **360° multisource feedback (MSF) model** used in management and industry for more than 50 years (a.k.a. "whirling dervish" approach to faculty evaluation) and most recently in medicine and healthcare. **Multiple sources of evidence are used to provide a more accurate, reliable, fair, and equitable base** for decision making than any single source. This model can be used as part of your evaluation plan for an accreditation self-study.

You will work individually and in small groups to **pick the best sources for formative decisions** (teaching improvement) in your institution and then repeat that process for **summative decisions** (annual contract renewal, merit pay, promotion, and tenure). You will produce 360° models for those decisions. An overview of the next steps will also be given. You will exit this session **armed with the tools to revise, build, or extend your current faculty evaluation system**.

NEW: TOP 10 FLASHPOINTS IN THE EVALUATION OF TEACHING

(Popular keynote/ workshop)

FLASHPOINT: a critical stage in a process, trouble spot, contentious issue, volatile hot button, or lowest temperature at which a flammable liquid will give off enough vapor to ignite.

Based on his latest book, Ron describes 10 flashpoints that cause more misunderstanding and confusion among administrators and faculty than any other issues in faculty evaluation. He defines each flashpoint succinctly, presents the options available, and then provides evidence-based recommendations you can take to solve the problem. ***The recommendations are grounded in psychometric, professional, and legal standards.*** The last-named, in particular, can protect you from costly litigation. If you hire, promote, demote, and fire full- and part-time faculty based on student ratings, then **you are vulnerable to violations of federal anti-discrimination laws**.

Here is a sample of flashpoints covered:
- *Limitations of student rating scales*
- *Conversion to online administration*
- *Low response rate in online administrations*
- *Use of global items for summative decisions*
- *Scales to evaluate online and blended/hybrid courses*
- *Use of ratings for contract renewal, pay raise, teaching awards, and promotion and tenure.*

This session is **a must for all administrators and faculty** to resolve their problems with student ratings and other measures in the context of employment decisions that can alter the course of their academic careers.

HUMOR AS A COPING STRATEGY FOR THE STRESSORS OF ACADEME: HOW TO CREATE A "FUN" WORK ENVIRONMENT

(Popular keynote)

As a newbie or veteran professor (administrator, staff member), do you ever experience stress? "Nope!" You're kidding. "Yup." There seem to be **multiple stressors in our academic careers**, such as teaching load, hours of advising, financial cutbacks, student requests, publication demands, pressure to obtain external funding, a quadrillion meetings, and technology glitches. Although the major ones cannot be eliminated, you have choices in how you respond to them. **Among the many "standard" techniques for managing stress, you will identify the five most effective.** However, the simplest solution is (Are you ready? Isn't this exciting?): Thorazine®. Kidding. Short of controlled substances, consider: *humor and laughter*. You will assess your own use of humor in stressful situations on the *Coping Humor Scale*.

The **departmental and individual benefits of humor** in the workplace based on more than 100 research studies over the last half century will be reviewed. Then more than **70 humor techniques** are presented that can be easily infused into your office practices. You and your colleagues will walk out of this session with concrete methods to "deal" with your stressors, plus you will be able to create a **"Department Makeover."**

NEW: TOP 10 EVIDENCED-BASED, BEST PRACTICES FOR POWERPOINT®

(Keynote/workshop)

"Death by PowerPoint®" is a national epidemic with too much text topping the list from a June 2011 survey. The problem is that **traditional PowerPoint® in academia resembles static electronic overheads** (aka "dead words" on the screen) read to students verbatim that tend to decrease learning and retention of information.

With more than **80 studies** on the topic and a solid foundation of cognitive psychology, learning theory, and physiological research with "rich media," current classroom practices (face-to-face, online, and hybrid) need to be aligned with the research evidence. This interactive session will have you complete the ***PowerPoint Quotient (PPQ) survey*** to self-diagnose which elements you are currently using. Then comparisons between a **presentation deck and handout deck** will be illustrated to identify how you can reduce text in the presentation.

The PowerPoint® literature will be synthesized into **a state-of-the-art, concise *CliffsNotes*® top-10 list** of "evidence-based, best practices." The first five are basic design options **(background, font, color, headings, text)** and the last five pertain to **engagement** and multimedia **(images, movement, music, videos)**. Examples will be provided for "engagement" in PowerPoint® and the cognitive load and dual-coding theories for the latter four. You will discuss how those elements can **change your teaching, students' learning, course scheduling, and conference presentations**. Perhaps, we can stop the spread of "death by PowerPoint®," one class at a time.

FOR 12 ADDITIONAL TOPICS AND ABSTRACTS, SEE www.ronberk.com.

Ronald A. Berk, PhD
Speaker · Educator · Author · Humorist

RONALD A. BERK is Professor Emeritus of Biostatistics and Measurement and former Assistant Dean for Teaching at The Johns Hopkins University. He taught at JHU for 30 years and has published 165 articles, 14 books, and 300 blogs. He has given several hundred keynotes/ workshops on humor and multimedia, characteristics of the Net Generation, multigenerational classroom, best practices for PowerPoint, stress management, and faculty evaluation at school districts, universities, and conferences in 42 states and 15 countries, including Czech Republic, Germany, Italy, Malaysia, The Netherlands, Norway, Portugal, Saudi Arabia, Scotland (UK), Serbia, Sweden, Taiwan, and United Arab Emirates.
http://www.ronberk.com   http://www.pptdoctor.net   http://ronberk.blogspot.com

RAVE REVIEWS:

"The faculty was spellbound as they waited for Ron's next surprise, whether research findings, advice, participant activities, or humor. If you want an informative and dynamite keynote or workshop, I can strongly recommend Ron."
LINDA NILSON, Director, Office of Teaching Effectiveness and Innovation, CLEMSON UNIVERSITY

"Ron Berk is a remarkably funny man with teaching and evaluation material that is 'spot-on.' He does his research and can speak with humor and humility on a range of topics."
BARBARA J. MILLIS, Director, Teaching and Learning Center, UNIVERSITY OF TEXAS, San Antonio

"If you would like to experience the power of an intelligent, funny, and passionate speaker who truly cares about you, your students, and masterful teaching, you must experience Ron's presentation. His words, music, and pictures still resonate in my mind and ears."
DIANE FARROW, Instructor, School of Applied Business, DAYTONA STATE COLLEGE

"Ron was able to communicate his points with his explosive energy and passion. His keynote was the highest rated component of the conference. I strongly recommend him as a keynoter at any teaching conference."
BRUCE KELLEY, Director, Center for Teaching and Learning, UNIVERSITY OF SOUTH DAKOTA

"After seeing Ron's workshop, I knew I wanted to incorporate his style, humor, and multimedia expertise into my own classroom. I created a hands-on, interactive game (Deal or No Deal) with music, images, and student participants which keeps my undergraduates entertained, engaged, and as a result, skillfully educated."
AMY CASS, Assistant Professor of Criminal Justice, CALIFORNIA STATE UNIVERSITY, Fullerton

"The retreat was a resounding success, largely as a result of Ron's ability to tailor the content to our specific needs, his ability to adapt to somewhat challenging conditions, his professional and entertaining instruction, as well as his thoughtful attention to detail."
BARBARA BOLSON, Director, KODIAK COLLEGE, University of Alaska, Anchorage

"Ron Berk presents like there is no tomorrow … His keynotes and workshops provide the most thorough treatment of faculty evaluation strategies available anywhere, and he does so with wit and a knack for making technical issues understandable and putting them into an applied context."
MICHAEL THEALL, Professor of Education, YOUNGSTOWN STATE UNIVERSITY

"Ron could get a laugh out of the Venus de Milo! He is a speaker who will inspire, entertain, and convince even mathematicians that humor works as a tool for learning."
LAURA L. B. BORDER, Director, Graduate Teacher Program, UNIVERSITY OF COLORADO, Boulder

"Ron is among the most creative and original practitioners of the scholarship of teaching and learning. He will knock you on your silly while offering a plethora of highly effective methods for engaging Net Gener students through humor, music, videos, technology, and game techniques."
GREGG WENTZELL, Assistant Director, Center for the Enhancement of Learning & Teaching, MIAMI UNIVERSITY & Lilly Conference on College Teaching

Brochure designed by: MARISSA BERK-SMITH